AGJ
ARABIAN GROUP OF JOURNALS

Arabian Journal of Business and Management Review (Kuwait Chapter)

AJBMR
Arabian J Bus Manag Review
Kuwait Chapter

ORGANIZATIONAL JUSTICE AS A MODERATING FACTOR BETWEEN JOB ENRICHMENT AND WORK MOTIVATION

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A B S T R A C T

This research examined the response of the Kota Kinabalu Polytechnic academic staff through changes in job design after the central administration has raised the standard of education. During the initial implementation of the new job design, there were complaints from employees about management due to the result of changing job scope, seniority status and promotion. The researcher conducted this study to analyze the organizational justice affects to work motivation among Kota Kinabalu Polytechnic staff. Researcher posed a research question regarding the significant relationship of job enrichment towards work motivation. Next is related to organizational justice as a moderator or moderating factor between job enrichment and job motivation. SmartPls3 is used to analyze the data obtained from distributed questionnaires. The study population was 345 academic staff. Whereas the sample is selected using random sampling. The results of the questionnaire, 231 people responded. A researcher has developed a research method whereby independent variables are job enrichment, and wok motivation are dependent variables. Meanwhile, organizational justice is a moderating factor between job enrichment and work motivation. A researcher has suggested their findings based on the support of relevant research highlights. The results undoubtedly an impact on the administration of polytechnics as an indication of the way to improve their work performance to achieve their desired goals.

1. INTRODUCTION

The role of Polytechnic in education and training, on November 20, 2009, the Cabinet considered the Memorandum of the Minister of Higher Education no.871/2670/2009 and agreed to the Polytechnic Transformation Direction involving four core areas that are Empowering the Polytechnic to be a viable alternative to other public universities, Developing programs of study and research in the fields that show the strength of each Polytechnic, Empowering the members of Polytechnic with high knowledge and skills; and Establish high reputation and excellent work culture (BLPK, 2013). These aim role in producing innovative human resources and efficient, customer-friendly, and high-quality job skills. The organization are committed to providing high quality, services to the most increased objectivity, integrity, and professionalism through interactive channels that enhance positive organization outcomes (BLPK, 2010). This main objective study is to evaluate organizational justice as a moderation factor in job enrichment and work performance. The changes made by administration Polytechnic in Malaysia give a significant impact on the structural design of the work, especially towards academic staff. The motif restructuring job design to enhance the marketability polytechnic graduates' quality. As a result of restructuring the work design of the polytechnic academic staff, there have been significant changes in their job scope.

The previous system, academic staff, had a lighter and easier workload. Academic staff can get vacations that coincide with the semester vacation system. However, with the restructuring of their work design, they must work harder and be creative to achieve work excellence and contribute to the development of the polytechnics and community colleges. They are requested to improve through the various courses organized by the Training and Advanced Development Unit (ULPL). They are also encouraged to produce several literature or innovation studies related to their field of study. Active participation is expected in research and development as well as innovation in the areas they teach, to be innovative in the learning and teaching (R&D) process. One of the main goals of the Ministry of Higher Education (KPT) is to produce at least 30 percent of the polytechnic and community college teaching staff with a bachelor's degree, Ph.D. or higher (BLPK, 2010). To address management's concern for employees the Service Circular No. 33, 2007 provided on the Department of Polytechnic and Community College website to enable employees to view the scope of employment and promotion guidelines and all information on the facilities offered to employees. According to Service Circular No. 33, (2007), promotion is no longer based

on seniority but based on the scope of employment and promotion guidelines. This study objective to evaluate the relationship between job enrichment in motivating workers and organizational justice as a moderating factor. Job design includes s of three main points that are job enlargement, job rotation and job enrichment that practised in a systematic manner that can motivate employee's work performance. (Maxwell,2008). Supporting this statement is also proves by the Job Characteristics Model Oldman - Hackman's Model that five items in this model will motivate employees, and it indirectly affects employee performance (Gary and Rastogi, 2005). A fair organization are acknowledged to motivate employees when they feel treated well (Robbin, Bergman, and Stagg 1997). Motivation from organizational justice contributes to employee performance. (George and Jones 2007).

2. LITERATURE REVIEW

Job Design a set of activities that involves any specific job change or interdependent job system to improve the quality of work experience and productivity in the workplace (Kreitner and Kinicki, 2001). Job Redesigns approach began in the early 1900's with scientific management. Early pioneers of scientific management such as Federick Winslow Taylor, Frank Gilbreth, and Lilian Gilbreth stated that systematic work created with various techniques. They suggest job design the most prominent element in scientific management (Gary and Rastogi, 2005). Maxwell, (2008) the practice of job enrichment in a systematic manner can motivate employee performance. Supporting this fact is the Job Characteristics Model Oldman - Hackman's Model proved that five cores in this model could motivate employees, which in turn can indirectly affect employee performance (Gary and Rastogi, 2005). A fair organization will motivate employees when they feel treated well (Robbin, Bergman, and Stagg 1997). Besides, motivation from organizational justice can contribute to employee performance (George and Jones 2007).

2.1 Job Enrichment

In addition to the job rotation and the expansion of work, job enrichment is significant in maintaining employee's enthusiasm and long-term productivity. Employees look for jobs that require activities such as decision making, autonomy, variety, and challenges. The most effective job-enrichment approach is either changing the day-to-day work or increasing individual participation in decisions that affect their work (Maxwell, 2008). Job enrichment increases job depth; job depth is the degree to which employees have more than their job (Robbin et al., 1997). What it means is that the purpose of job enrichment is to enable employees to perform tasks that are generally performed by their supervisors, especially planning, and evaluating their work. Work-enriched lessons should allow employees to do it to the point of completion thus, indirectly increase their sense of freedom and responsibility for the task as well as providing feedback so that individuals can evaluate and improve their performance (George et al., 2007). The findings of Niehoff et al., (2001) empowering employees does not ensure their loyalty to their work. This finding contrasts with previous studies that suggest that job enrichment can increase loyalty and reduce employee's stress. Work enrichment performed by employees and managers/employers will not be successful if there are weaknesses in the implementation process, error in evaluation of work feedback and no re-evaluation (McLean and Sims, 1978). On the other hand, for other researchers, enrichment can reduce employee frustration and absenteeism over repeated work. As Bingham (1978) points out, boredom and absenteeism start from job design. Therefore, employers, governments and trade unions need to be aware of workers' satisfaction, especially in terms of payroll during work enrichment implementation (Walsh, 1974). When job enrichment established, compensation professionals generally spend less time addressing the worker's intrinsic motivation needs, especially allowing workers to work efficiently and at the right level of compensation (Giancola, 2011; Firestone, 1994). Job enrichment can also enhance both types of motivation, namely, intrinsic and extrinsic motivation (Syarifah Hanum, 2012). The enrichment of work that formed from the design of the job can also indirectly improve work performance and work-life environment (Gary and Rastogi, 2005).

To enhance the skills the management provided several Career Path Competency Matrix (CPCM) programs, Skill Improvement Program (PPK), Coaching And Mentoring, Leadership Management, Andragogi Courses, Freshness Program and Multi-skilling. All courses to be attended by all academic staffs has been endorsed to enable them to apply for promotion (KPI / KPT, 2010). Besides, to improve the quality of teaching and learning is through exposure and co-operation of academic staff with industry 1. Lecturer Industry Program (SIP), 2. Collaboration with industry and IPTA / IPTS, 3. Take the existing MOU on knowledge exchange, expertise and research between departments and the IPTA / IPTS industry, and 4. They are identifying whether the current MOU is related to the students' placement after graduation (Strategic Plan, 2010).

Some of the expertise, such as Frederick Herzberg believes that credit compensation is worth accredited to acknowledge job designs as the main factor in motivation (Steers, et al. 2004; Thomas and Holley, 2012). Among the famous sayings based on Herzberg's thinking is "If you want people to do a good job, give them a good job to do" (Dowling, 1971). Paul, Robertson and Herzberg, (1968) also stated that job enrichment intended to enhance both job efficiency and human satisfaction by building the depth of the worker's work. Specifically, more significant opportunities for personal achievement and recognition, more challenging and responsible position, and more opportunities for individual advancement and growth. Implementation of job enrichment created through in-depth changes to the job. Managers can allow employees to apply their wisdom by making the following changes: 1. Live Feedback: Performance appraisal should be timely and direct; 2. New Learning: Good things allow one to feel they are making new growth. All jobs should provide opportunities to learn; 3. Scheduling: One should be able to schedule several sections of their work, 4. Unique: Each position should have some exceptional quality;

5.Resource control: everyone should have control for their job duties, 6. Personal Evaluation: People should be allowed to be self-assessing of their work (Ivancevich et al., 2008). Job enrichment results from the changes in job design that affects the human will and behaviour, which in turn can directly affect the job satisfaction and motivation of an individual thus, positively impacting organizational needs (King-Taylor, 1977; King-Taylor 2006).

Job satisfaction will arise in an employee's job when job enrichment implemented because the employee has the flexibility to handle their job (Rosenblatt and Inbal, 1999). Whereas (Torrington and Tan, 2004) define causes of job dissatisfaction, a different set of factors. The main elements of discontent are the organization's policies and administration, monitoring, salaries, interpersonal relationships, and work environment. It has noted that one of the factors of job dissatisfaction is environmental hygiene. Herzberg also mentioned maintenance or hygiene factors. The satisfaction factor is called the "motivator" (Herzberg et al., 1959).Resource control: each Individual should have control for their job duties, 6. Personal Evaluation: People should be given the opportunity to be self-assessing of their own work (Ivancevich et al., 2008). Job enrichment results from the changes in job design that affects the human will and behavior, which in turn can directly affect the job satisfaction and motivation of an individual thus, positively impacting organizational needs (King-Taylor, 1977; King-Taylor 2006). Job satisfaction will arise in an employee's job when job enrichment is implemented because the employee has the flexibility to handle their job (Rosenblatt and Inbal, 1999). Whereas (Torrington and Tan, 2004) define causes of job dissatisfaction, a different set of factors. The main factors of dissatisfaction are the organization's policies and administration, monitoring, salaries, interpersonal relationships, and work environment. It has been noted that one of the factors of job dissatisfaction is environmental hygiene. Herzberg also mentioned maintenance or hygiene factors. The satisfaction factor is called the "motivator" (Herzberg et al., 1959).

2.2 Organizational Justice

Organizational Justice Theory consists of three main components: 1. Distributive justice highlight on the justification or fairness of an organization evaluating work by payment and promotion, 2. Procedural justice emphasizes the process of fairness or justice based on the result achieved, and 3. Interactional justice explains the main focus of interpersonal justice provided by the organization during the implementation of the circular. The relationship of organizational justice to job performance is not only dependent on job duties but also involves interpersonal and motivational elements that contribute to job performance (Xinyan Wang et al., 2010). Interpersonal justice is a justice related to justice experienced by workers receiving outcomes from the distribution of results when they treated with care, courtesy, dignity and respect for promoting justice without undermining the satisfaction of the workers (George and Jones , 2007).

According to Colquitt (2001), Interactional justice has two separate components: informational justice and interpersonal justice. The previous researcher also describes the performance of organizational justice relationships. This presentation relies on interpersonal and motivational elements that contribute to performance. Whereas informational justice refers to the perception of justice whereby the decision-makers are the right people and provide sufficient justification for decisions, they are an essential part of the organization when they legitimately take time to explain the reasons behind the decisions of justice honestly. Moorman, 1991 stated that organizational justice measurement is Distributive justice, Procedural justice, and Interactional justice. By the way, Colquitt's size four types of organizational justice which are Distributive Justice, Procedural Justice, Interpersonal Justice, and Informational Justice. Both measures aim to clarify the coverage and depth of organizational justice but use different scales (Miller, Konopaske and Byrne, 2012).

Workforce appraisal is not only measurable, but it is essential to see how well the circular performance and feedback considered fair, consistent and appropriate because perceptions of organizational justice are essential in shaping employee performance (St-Onge et al., 2009). In fact, according to Rowland and Hall's (2012), a fair assessment of job performance is critical in improving job performance. However, many cases are considered procedurally unfair in terms of criteria, where insufficient consideration given to the views of the workers; there is limited evidence, inconsistencies, improper feedback and lack of honesty in the process (Folger and Bies, 1989; Rowland and Hall, 2012). Past studies confirm the finding that evaluations that reinforce power relations often seen as opening the door for abuse (Geary, 1992; Townley, 1993; Rowland and Hall, 2012). The results of dissatisfaction towards the justice and distribution processes harm the perception of workers justice and can act as an obstacle to organizational effectiveness (Cook and Crossman, 2004; Greenberg, 2006).

Abubakr Suliman and Majid Al Kathairi (2012) said organizational justice (procedural and interactional) has a significant positive relationship with the ongoing affective commitment. With the work performance, affective commitment and high workload will show good work performance and exemplary organizational commitment (employee loyalty). If a leader or manager accidentally makes a biased decision or a cognitive mistake leads to a wrong decision, their followers may see this as unfair. If no injustice intended, leaders must confess, to be held responsible, for their actions and decisions if they want to avoid unwanted side effects such as lowering the spirits of employees, increase turnover rate, decrease in performance, or legal action (Eberlin and Tatum, 2005; Won - Moo Hur et al., 2014).

Therefore, organizations need to understand the nature of employees' psychological contracts as well as examine what the employees think, organizations need to provide provisions for them, and what contributions they believe required to make for the organization (Byoung Kwon Choi et al., 2014; Buttner et al., 2010). It because of organizational citizenship behaviour influences elements of employee behaviour in terms of leadership behaviour, job satisfaction pay system, corporate culture,

organizational commitment, organizational trust, and individual characteristics (Till and Karren, 2011; Fuchs, 2011; Kursad Yılmaz and Murat Tasdan, 2009; Bhal, 2006). It also supported by the fact that critical organizational outcomes such as organizational commitment, corporate citizenship, job satisfaction, and performance will emerge from a careful observation on the formation of justice organizations (Colquitt, 2001; Tatum et al., 2002). However, job satisfaction based on the performance appraisal performed by the employer (Palaiologos, et al., 2011). If organizations, managers and leaders address the issues of justice. They will promote a healthier and more productive work environment as well as creating a long-term performance culture (by fostering employee development, extending genuine value for employee contributions and well-being, and leveraging employee commitment) and allowing the company to survive for a long time (Eberlin and Tatum, 2008; Yang Fu and Zhang Lihua, 2012; Mahajan and Benson, 2013).

2.3 Work Motivation

Knowledge-based in employees in organizations need to highly motivated to cope with social and corporate economic goals. In any organization, motivation has often been considered a determinant of performance, productivity, and quality of work. Workers with common knowledge follow good practice of sharing their knowledge with teammates to be proactive, flexible, and adaptable (Badoo et al., 2006). Motivation is the willingness to give and maintain an effort towards a particular form of behaviour and towards the goals of the organization that is to process in series (Dieleman et al., 2006; Tabassi and Burn, 2009). Motivation aim to implemented to promote the desired behaviour of individuals, teams, or organizational behaviours (Campbell et al., 1996; Peterson, 2007; Reis and Peña, 2001; Van Knippenberg, 2000).

Several motivational factors differ from the highlights of previous studies, based on the opinions and research of their researchers. The motivation factor is proactiveness, adaptabilities, sharing knowledge and recognition (Badoo et al. (2006). Contra's idea with other research said motivation factor is the continuous understanding of performance capabilities. Individual development plans, training, strategic thinking, initiative, influencing, conceptual thinking, change orientation, developing oneself and others, teamwork, building relationships, communication, orientation decision and technical excellence are also a motivational factor(Cory et al., 2007). Meanwhile, DeVoe and Iyengar (2004) stated that motivational factors are the need for self-actualization, financial incentives, and management oversight. Findings from Garg and Rastogi (2006) found that receiving feedback from others, dealing with others, meaningful work, job responsibilities, decisions making, general satisfaction, and satisfying. Glen (2006) states that nine motivational factors are organizational processes, challenges, values, work and life balance, information, rewards, recognition, management, and work environment.

Besides, motivational factors are attributable to fear, pessimism, trust, confidence, and support from managers who care about employees (Gordon, 2010). According to Mathauer and Imhoff (2006) these motivational factors are more comprehensive namely conscience, recognition, professional career development, continuing education, good leadership, management support, pay increases, allowances, performance-related bonuses, housing, basic pay, health insurance premiums, unpaid leave, awards, recreational facilities, supervision, encouragement, responsibilities, training, colleague relationships, and scope of work. Friendly work environment, team cohesion, team success, team agreement, internal or external communication, risk, competition, appreciation, personal recognition and empowering behaviour are all factors that motivate Peterson (2007). Story et al., (2009) states that work ethic, the desire to earn money and wealth, the dominance to pursue excellence, competitiveness, status, and mastery are motivational factors that influence an individual. Van Knippenberg (2000) states that expertise vs personal identity, disagreement, competition, organizational commitment, loyalty, appreciation and admiration of employees, promotion, salary, wages, bonuses, cash prizes, coupons, respect, dignity and position are key factors of motivation. Based on the findings of Romero and Kleiner, (2012) factors that need to be taken into account when dealing with global trends is workers motivation by their past work experience and existing cultural beliefs, cultural and moral background, good attendance, job security and stability. In today's global business, new creative and innovative ideas, and trends, are likely to be key to employee development.

The main theories of motivation are three categories: theory of needs, cognitive theory, and reinforcement theory (Bartol and Martin, 1998). The idea of Needs is known as Maslow's motivational theory of hierarchical needs which encompasses the five basic requirements (Maslow, 1970). Alderfer (1972) proposed five stages of Maslow's hierarchy into three phases: Existence (E), Relatedness (R), and Growth (G).

Herzberg et al. (1959) developed two factors (motivator and hygiene factors) in the theory of worker motivation. He argues that eliminating sources of dissatisfaction (through hygiene factors) will not lead to dissatisfaction (Herzberg,1968). Satisfaction (or cause) will only result from the use of motivators. Instead, McClelland (1985) studied three types of needs: achievement, affiliation, and power. One of the well-known cognitive theories, known as the theory of expectation proposed by Victor H. Vroom, he argues that for the strength of the tendency to act in a certain way depends on the power of anticipation will be given outcome and the appealing result towards individuals (Robbins, 1993).

Equity Theory recognizes based on one's input, such as effort, experience, education, and efficiency, comparisons of results such as salary, recognition, and other factors. If one sees the imbalance in their result-input ratio compared to others, tensions, equity theory rests on three main assumptions (Carrell and Dittrich, 1978). First, the idea opines that a person has a belief in what constitutes a fair and equitable return on their contribution. Second, the theory assumes that a person tends to

compare what they consider to be their exchange with their employer. Another assumption is that when a person believes that their service is not appropriate action will be taken.

The Goal-Setting theory, the goal followed by the reward, then they will be motivated. Goals must be accurate and measurable, challenging, but achievable, relevant to the organization, achieved within a specific timeframe. It considered as a powerful motivator. The reinforcement theory is contrary to the cognitive theory because it is not related to the process of human thinking. The reinforcement theory, a person's behaviour can be explained by the environmental impact that is not needed to seek a cognitive explanation. Instead, this theory relies heavily on the concept called law enforcement. This theory states that behaviours that are pleasant or have positive effects are more likely to be repeated, and behaviours that are unpleasant or adverse outcomes are less likely to be repeated (Bartol and Martin, 1998).

Human resource management practices such as supervision, recognition, performance management, training, promotion, leadership, participation, communication, planning, hiring, retention, decision making or creating a positive work environment, will have an impact on motivation (Canós -Darós, 2013; Mathauer and Imhoff, 2006; Peterson, 2007; Tabassi and Burn, 2009). Productivity and motivation achieved if the management provides employees with opportunities for professional growth such as rotation, technical and administrative training, practical/professional management tasks. They are enhancing the work environment that enables employees to express their skills to management and providing equal opportunities for promotions based on the quality of work (Mohammed I. At-Twaijri et al., 1995). Here clearly shows that motivation comes from needs, goals, desires to achieve that needs to consider. Organizations need to provide ideas to enable them to meet their needs and wants. Indirectly, productivity will increase, and overall management goals will be achieved (Maxwell, 2008). Supporting this statement is (Orpen, 1997; Garg and Rastogi, 2006) wherein their study proves that management's relationship will give the direction of employee's ideas to motivate their work performance. According to (Maxwell, 2008), the administration must understand the needs of the employees before they can dictate the direction of the job. This statement is also supported by the opinion of (Mehta et al., 2003; Rabey, 2001; Lo, 2002) that states that management or the head of administration of an organization should play a role in motivating employees. The part of human resource management concerning motivation needs to refer to the theory of self-determination. The idea of self-determination refers to the most intelligent and innovative individuals when their interests, their internal satisfaction primarily drive them, and the work challenges itself rather than by external pressures or incentives (Ankli and Palliam, 2012).

Management needs to detailed study and develops an organized framework to achieve the desired work motivation (St-Onge et al., 2009; Lee-Ross, 2005). The government also needs to maintain relationships by setting a good example for employees to be good examples, especially when evaluating their work to maintain and improve employee motivation and performance. In Rowley's (1996) study, it aims to identify issues affecting academic staffs' motivation in higher education that refer to Herzberg's hygiene factor. The authors mentioned that disappointment could develop from the dissatisfaction that prevents teams from doing a good job, including irregular work schedules, inadequate maintenance of educational equipment, or excessive demands at the same time. These individuals influenced to resist change by following other groups' actions (Holmstrand and Stens, 2001). a person has trouble arising from unfair job features and procedures, they may feel job security threatened, and there might be impaired motivation (Chovwen and Ivensor, 2009). Peterson and Quintanilla (2003) associate intrinsic motivation with organizations to stabilize social values at work. They suggest that personal acceptance of societal values and norms that support productive work behaviours and contribute to unexpected intrinsic work motivation. Therefore, organizational commitment plays a significant role in influencing extrinsic and intrinsic motivation, which is the organizational commitment that has the highest impact on employee engagement in work and tasks (Lee and Kulviwat, 2008). Stringer et al. (2011) emphasize that managers need to increase intrinsic and extrinsic motivation and pay employees well to increase job satisfaction. Educators' motivation has necessary implications for education leaders and education centre administrators because the teacher's explanation significantly affects student motivation (Rowley, 1996; Jesus and Lens, 2005).

3. METHODOLOGY

The researcher developed a study design in which the independent variables are job enrichment. Meanwhile, the researcher took job motivation variables as dependent variables. Researchers have also placed organizational justice as a moderating factor to work motivation and job enrichment.
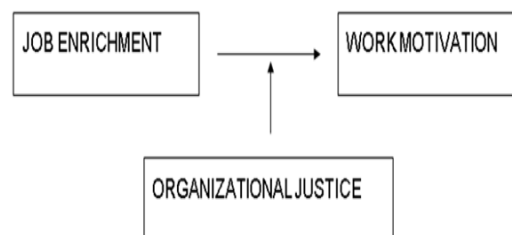

Fig. 1: Research Design

3.1 Sample

The population are an academic staff of Kota Kinabalu Polytechnic comprising 345 lecturers (BLPK, 2010). Population refers to a group of people or a topic that leads to the issue of research (Sekaran and Bougie,2009). Therefore, the samples of this study Kota Kinabalu Polytechnic, academic staff. To obtain the sample size, the researcher has used the probability sampling method implemented by randomly selecting the sample subject, in which the residents in the sample have all the characteristics of the population. The researcher distributed the questionnaires to all respondents in each department. As a result of the distribution of the following questionnaire, the total number of respondents who returned the questionnaire was 231 respondents. The number of respondents was more significant than that determined by Krejcie and Morgan's (1970) sample size. Indirectly indicates that the sample's reliability level is very high. According to Sekaran and Bougie, (2009) if the sample size is large, it can better describe.

3.2 Hypothesis

Based on the framework of the study design on possible relationships as below:

H_1: Job enrichment is positively associated with Work Motivation

H_2: Organizational Justice moderating factor between relationships of Job Enrichment and Work Motivation.

4. RESEARCH FINDINGS

This section contains methods, and the aim is to present a comprehensive analysis of the results of the data collected from the respondents. The response rate was analyzed, which is the result of the analysis of this study.

4.1 Direct Effects

After the analysis of the measurement model, the structural model is evaluated in this section to see the direct effect. According to Duarte and Raposo (2010), the structural model represents the hypotheses research that builds on the relationship between variables. The evaluation of the structural model performed by analyzing the direct connection of the study variables. Bootstrap analysis performed to evaluate the statistically significant coefficients. According to Sharma and Kim (2013), bootstrapping are non-parametric method in inferential statistics distributional assumptions. Replacement of 500 resamples is a standard recommendation by using bootstrapping methods to estimate a parameter (Chin, 1998). Therefore, the bootstrapping process in this study used 500 samples to test significance regression coefficients.

Table 1. Summary of Path coefficients and Hypothesis Test for Direct Relationships

Hypothesis	Relationship	Beta	SE	T-*Value*	P *Values*	Decision
Hypothesis1	Job Enrichment -> Work Motivation	0.621	0.059	10.474**	0.000	Supported

Notes: *t-values* > 1.65*(p<0.05); *t-values* > 2.33** (p<0.01)
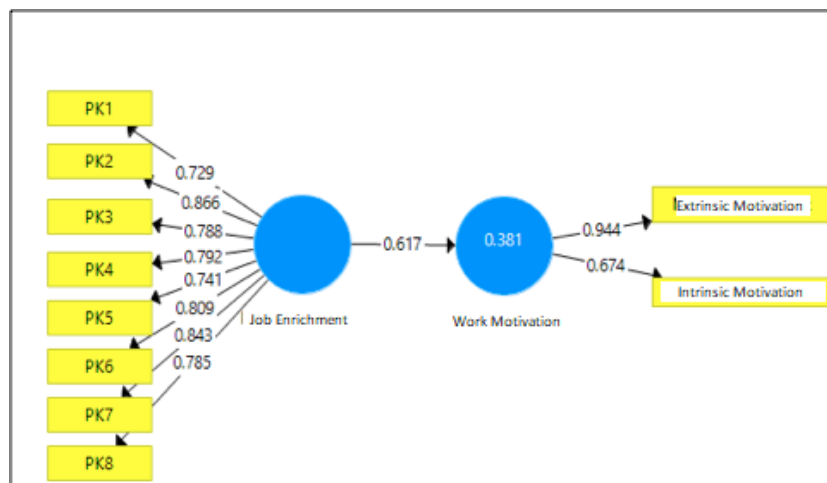
Fig. 2. Linear Coefficient Results for Direct Contact

Figure 2 shows the results of the linear coefficients for direct relationships, while Table.1 reports the hypothesis testing analysis for the direct relationship structure model. The R² value of Work Motivation is 0.381, indicating that as much as 38.1% of the variance are in Job Enrichment. The further evaluation shows that R² is significantly large. According to Cohen's (1988) R² rating guide, 0.02 - 0.12 is weak, 0.13 - 0.25 is moderate, and 0.26 and above is strong. Job enrichment a positive relationship to Work Motivation of β = 0.621, P<0.01.
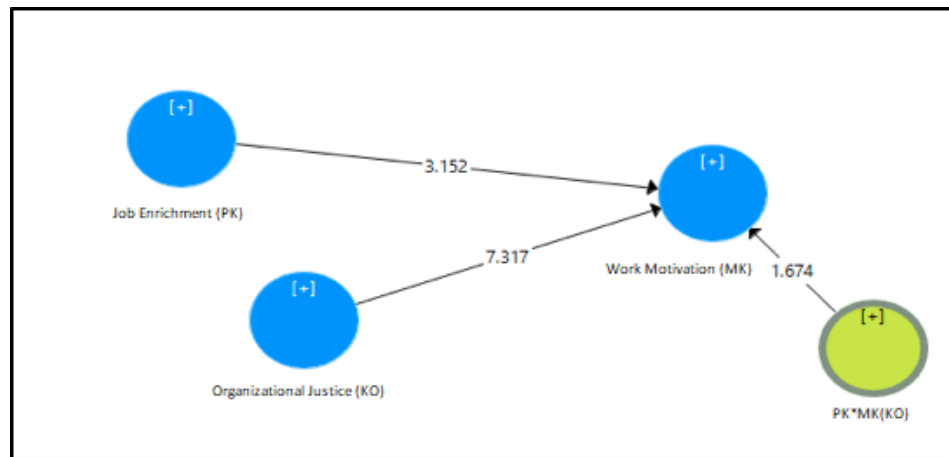
4.2 Moderating Effects

Next, a moderating analysis performed. Moderation variables are the third variable that changes the relationship between exogenous variables and endogenous variables. The moderation effect occurs when the moderation variable changes the strength or connection between two constructs in this study model. To assess the impact of moderating interactions using PLS, the product-indicator method used as suggested by Chin et al., (2003). In this study, the assessment of the effects of moderation between Job Enrichment and Work Motivation is Organizational Justice.

**Table 2:** Results of Moderating Effects Analysis

Hypothesis	Relationship	Beta	SE	*T Values*	R² inside the main effect model	R² inside interaction effects model	f^2 (Size Effect)	Decision
Hypothesis 2	Job Enrichment* KO -> Work Motivation	-0.06	0.034	1.674*	0.226	-0.056	0.3696	Supported

Notes: t-values > 1.65*(p<0.05); t-values > 2.33** (p<0.01)

Fig. 3. Results of Moderating Effects Analysis

From table 2 and figure 3 Organizational Justice is a moderating factor in Job Enrichment and Work Motivation with a large Size Effect of 0.3696. Effect Size (f^2) is calculated based on the changes from R² to determine the substantive effect of predictor variables on dependent variables (Thies and Albers, 2010). According, Cohen (1988), f^2 values of 0.02, 0.15 and 0.35 indicate small, medium, and large effects. Figure 4 shows that the Low KO label has a low impact on Organizational Justice and High Organizational Justice has a high effect on Organizational Justice. While on the Y-axis is the average Work Motivation variable, and on the X-axis, there is a low and high Impact of Job Enrichment effect. Figure 10.3 clearly shows the impact of why Hypothesis 2 is accepted because the low Organizational Justice also influences the low impact on Job Enrichment and Work Motivation. Similarly, High Organizational Justice also has a high effect on Job Enrichment and Work Motivation. However, the high mark is rising at a slower rate than the lower impact.
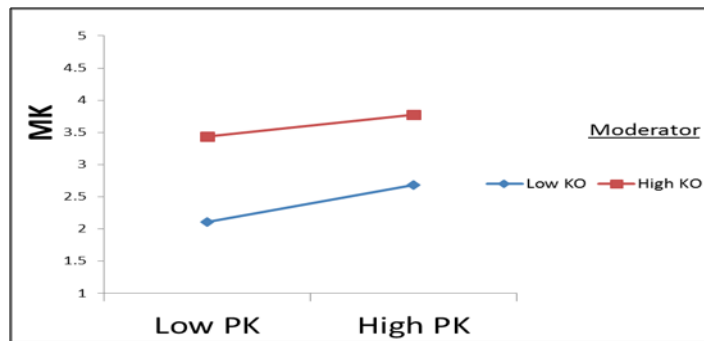
Note: Low PK(Low Job Enrichment); High PK (High Job Enrichment); Low KO (Low Organizational Justice); High KO (High Organizational Justice) and MK (Work Motivation)

Fig. 4. Influence of Organizational Justice on the Relationship between Job Enrichment and Work Motivation

5.   DISCUSSION AND CONCLUSION

The first research question is to determine whether there is a relationship between job enrichment in motivating workers answered. Job enrichment and work motivation are positively related. Organizational Justice also has a high impact on Job Enrichment and Work Motivation. Polytechnic Malaysia in the early stages of implementation to compete into new era global environment. Hence, the results of this study showed the impact of redesign or restructured the work design on motivating employees to focus on the early stages of a new implementation of a recent redesign job. By the way, findings of the study will give an idea to the administration of Polytechnic in Malaysia, especially Kota Kinabalu Polytechnic to improvements in human resource management to achieve organizational goal. There are other factors to keep in mind besides the job design to determine employees' productivity or performance—education sector more changeling in a new era. Management is beginning to improve the method for job design using observation, measurement, and analysis. Human resource management suggested to improve the technique of work and provide the right economic incentives. The direction a pointed to learn the work method meticulously to identify the ideas to do a particular task. The management not only looks favourably to the workers, but it also must consider the methods used to increase unfair production without resorting to increased compensation.

The research question to identify whether organizational justice was a moderating factor between job design and motivation in this study and the highlights of the previous research and the theories used are supported. On behalf of management, the findings of this study will give them some clarification on the feedback of the workers' job restructuring.

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